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EDUCATIONAL POLICIES COMMITTEE AGENDA

1 October 2015

A meeting of the Educational Policies Committee will be held on 1 October 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 3 September 2015

<http://www.usu.edu/epc/meetings/minutes/2015-2016/EPCMinutesSept2015.pdf>

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)

Course Approvals

Request from the Department of Electrical and Computer Engineering proposes removing the emphasis in the Master of Science degree in Electrical Engineering.

<https://usu.box.com/s/geda7ucue28zqxgdf6q7qso3t139nb6g>

Request from the Department of Family, Consumer and Human Development to discontinue the Early Childhood Development Associate of Arts degree at USU Eastern.

<https://usu.box.com/s/1ekdulodbpz8qk0cxzjrwaolpkz3f0nw>

<https://usu.box.com/s/xvw5axv869hikjfm7v4r8rhg6zk9fl>

Request from the School of Applied Sciences, Technology and Education to offer an Associate of Science degree in Agricultural Science.

<https://usu.box.com/s/nmncuh47akyilyhs5qcm025ai34t1hgk>

Request from the Department of Music to create a Minor in Music Studies.

<https://usu.box.com/s/4186g0hij2zjovy1eoigyvurzd7e0qk>

Request from the College of Agriculture and Applied Sciences to offer the Bachelor of Arts degree in International Agribusiness and the Bachelor of Science in Agribusiness to The American Campus (TAC) in Flic en Flac, Mauritius.

<https://usu.box.com/s/g7j3ijyd4pkso2bh7kvfdnur3di3o3b2>

Request from the Provost to offer a Certificate of Completion in General Education.

<https://usu.box.com/s/7jejpfdqfduta23avkvvhl14uxjesga7>

b. Academic Standards Subcommittee (Scott Bates)

<https://usu.box.com/s/rt64850sst4us4o86faxr4yz8421yu9k>

c. General Education Subcommittee (Dawn Kirby)

http://www.usu.edu/epc/subcommittees/general_education/meetings/minutes/2015-2016/GenEdMinutesSept2015.pdf

III. Other Business

EDUCATIONAL POLICIES COMMITTEE MINUTES

3 September 2015

A meeting of the Educational Policies Committee was held on 3 September 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Michele Hillard, Secretary
Dan Coster, College of Science
Marci Smith, Registrar's Office
Nicholas Morrison, Caine College of the Arts
Karen Mock, Quinney College of Natural Resources
Melanie Nelson, USU-Eastern
Nathan Straight, Regional Campuses
Dawn Kirby, General Education Subcommittee Chair
Thomas Fronk, Engineering
Kacy Lundstrom, Libraries
Jessica Hansen, Academic and Instructional Services
Eddy Berry, Humanities and Social Sciences
Janet Anderson, Provost's Office
Ed Reeve, Curriculum Subcommittee Chair
Trevor Olsen, USUSA President
Kelly Fadel, Huntsman School of Business
Jared Schultz, Education and Human Services

Absent: Scott DeBerard, Graduate Council
Ty Aller, Graduate Studies Senator
Scott Bates, Academic Standards Subcommittee Chair

I. Approval of the minutes of the 2 April 2015

<http://www.usu.edu/epc/meetings/minutes/2014-2015/EPCMinutesApr2015.pdf>

Motion to approve minutes made by Eddy Berry. Seconded by Kelly Fadel. Minutes approved.

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)

Motion to approve the Curriculum Subcommittee report made by Nick Morrison. Seconded by Trevor Olsen. Report approved.

Course Approvals

Request from the Department of Applied Sciences, Technology and Education proposes an Associate of Science degree program within Agricultural Science. <https://usu.box.com/s/wdic9aa8l8inaary64gdawkejwa4kkts>
Motion to hold proposal. Proposal will be on hold until revisions are made and they are reviewed by Larry Smith.

Request from the Department of Nutrition, Dietetics and Food Sciences proposes to discontinue the Food Technology Management emphasis.

<https://usu.box.com/s/e3xtuceexpygg35wj9cyj68lvefkqwu>

Motion to approve the proposal. Proposal approved pending cleanup of last paragraph.

Request from the Department of Family, Consumer and Human Development proposes discontinuation of the Early Childhood Development Associate of Arts degree at USU Eastern.

<https://usu.box.com/s/1ekdulodbpz8qk0cxzjrwaolpkz3f0nw>

Motion to table this proposal because of the numbers. Proposal tabled pending review and updates and numbers.

Request from the Department of Psychology proposes offering a minor in Behavioral Health. <https://usu.box.com/s/7zxkm76pivhpho88c3gv8e56jog9xwk1>

Motion to approve the proposal. Proposal approved.

b. Academic Standards Subcommittee (Scott Bates)

No report.

c. General Education Subcommittee (Dawn Kirby)

http://www.usu.edu/epc/subcommittees/general_education/meetings/minutes/2015-2016/GenEdMinutesAug2015.pdf

Motion to approve the General Education Subcommittee minutes made by Eddy Berry. Seconded by Nick Morrison. Report approved.

III. Other Business

Request from the Department of Applied Economics proposes a title change for the Utah Center for Productivity and Quality of Work. It was decided that this proposal will remain in-house. No Board of Trustee or Board of Regents approval is necessary.

<https://usu.box.com/s/edg7n9t1k1nsudepc4tz6qfx1bszmaxw>

Motion to approve R401 proposal from the Department of Applied Economics approved by Kelly Fadel. Seconded by Nick Morrison. Proposal approved.

Curriculog update – Discussion regarding the implementation and use of Curriculog. Also looking at utilizing Box for review of both the agendas and minutes for the EPC committee.

Meeting adjourned at 3:52 pm

Institution Submitting Request: Utah State University
Proposed Title: Master of Science in Electrical Engineering
Currently Approved Title: Master of Science in Electrical Engineering
School or Division or Location: College of Engineering
Department(s) or Area(s) Location: Department of Electrical and Computer Engineering
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): NA
Current Classification of Instructional Programs (CIP) Code (for existing programs): 14.1001
Proposed Beginning Date (for new programs): NA
Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input checked="" type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Utah State University
Master of Science in Electrical Engineering
08/18/2015

Section I: Request

The Department of Electrical and Computer Engineering requests that all of the Emphases in the current Master of Science Degree in Electrical Engineering (MSEE) be removed. Since Electrical Engineering is a discipline which is changing quickly, with new sub-disciplines added and obsoleted often, it is impractical to maintain a list of Emphases to which a student must be assigned. In addition, modern study in this field requires a knowledge of several sub-disciplines. The Departments is currently adequately preparing students with existing course offerings, and no instructional activities in the Department will be affected.

Section II: Need

The current list of emphases require students to declare an area of study. Many of the students are taking classes in several sub-disciplines, and find it difficult to determine a single emphasis to formally select. Also, as the faculty are added to the Department, their research interests and expertise result in changes in curriculum and course offerings which are not reflected in a fixed set of emphases.

A review of the MSEE programs in the State of Utah, located at the University of Utah and at Brigham Young University, indicate that both programs do not include formal emphases. In addition, feedback from the students indicate that employers are not influenced by a formal emphasis noted on the degree, but by the breadth of classes the student has taken.

Section III: Institutional Impact

None.

Section IV: Finances

No costs are anticipated by this change.

Section V: Program Curriculum

No program curriculum will be changed.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Utah State University

Proposed Title: Discontinuation of the Early Childhood Development Applied Associates Degree

Currently Approved Title: Early Childhood Development Applied Associates Degree

School or Division or Location: College of Education and Human Services

Department(s) or Area(s) Location: Family, Consumer, and Human Development, USU Eastern

Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): N/A

Current Classification of Instructional Programs (CIP) Code (for existing programs): 19

Proposed Beginning Date (for new programs): N/A

Institutional Board of Trustees' Approval Date:

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	X <input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Utah State University
Discontinuation of the Early Childhood Development Applied Associates Degree (USU Eastern)
01/26/2015

Section I: Request

This request is to discontinue the Early Childhood Development Applied Associates Degree at USU Eastern. This degree was offered at CEU, and since the merger the number of students pursuing this degree has been very limited. In order to continue this program a full-time FCHD faculty member would need to be hired, so that the degree would have faculty representation. It is not cost effective to make this hire to continue the program.

Section II: Need

The Early Childhood Development Applied Associates Degree was developed so students could gain the necessary skills to work in a preschool. Graduates with this degree are not compensated in the work force for their expertise, therefore a small number of students elect to pursue this degree.

Section III: Institutional Impact

FCHD 2600 and 2630 will be discontinued at USU Eastern. The preschool will not accept new students starting fall 2015. There are two students currently working on the degree, and they will have the opportunity to complete the degree within one year of discontinuation of the program.

Section IV: Finances

There will be no cost savings as the current resources are utilized in a TEAL faculty line.



Date: September 15, 2015

To: Curriculum Committee

From: Scot Allgood *Scot Allgood*

Re: Associate's Degree at USU Eastern

At the last curriculum meeting I heard there was some question about the enrollments and number of majors. I have been working with Melanie Nelson, Associate Vice Chancellor on this project. She provided data on the number of students in terms of graduates, majors, and course enrollments. While she was working on gathering her numbers I went to website for the Office of Analysis, Assessment, and Accreditation. Dr. Nelson's numbers show that that since 2007 there were seven students who graduated with an Applied Associates Degree in Early Childhood Education. These are the same numbers that Michael Torrens from the AAA office provided me. Further data from Dr. Nelson and AAA showed that there are currently two majors in the AAS program and both are scheduled to complete in spring 2016. The FCHD course enrollment data at Eastern since Fall 2011 was also pulled. Courses specific to the AAS degree have had enrollments ranging from 0-10 since 2011 with an average of four students per class. Melanie Nelson and the two different Eastern advisors have told me that a few students take those courses but do not declare Early Childhood Development as their "major". The trend at Eastern mirrors what we have been experiencing in the Uintah Basin, Ephriam, and Brigham City. The number of students interested in Early Childhood Development/Education has significantly decreased at all three campuses. The option is no longer available at Ephriam and the program was cut by $\frac{3}{4}$ in Brigham City.

It is important to look at the economics of this field. Head Start is one of the biggest employers of students who would use this degree. Head Start requires specific training provided by the Associates Degree in Early Childhood Development to qualify for a minimum wage teaching job. Recognizing the extremely poor return on investment, the FCHD department has two courses offered in an online format that provides eight of the 10 required skills for those Head Start jobs. Another online course is in development that will meet the last two skills. Thus in three courses, students can receive the training for the Head Start jobs that would otherwise require a minimum of an Associates Degree. It should also be noted that there are options for Eastern students to complete a Bachelors degree in any FCHD emphasis. Thank you for your consideration.

**EMMA ECCLES JONES COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF FAMILY, CONSUMER & HUMAN DEVELOPMENT**

MAJORS (FALL SEMESTER)

Undergraduate Headcount	2010	2011	2012	2013	2014
Early Childhood Education ECED	5	19	27	38	48
Early Childhood Education & Teaching ELCH		20	12	3	3
Family & Consumer Sciences FACS	26	20	23	30	32
Family, Consumer & Human Development	393	392	396	341	293
FLST	100	112	125	103	124
Interdisciplinary Studies	17	20	18	24	27
GENS				2	4
PreFamily & Consumer Sciences					
PreFamily & Human Development					
Total Undergraduate	541	583	601	541	531
Graduate Headcount					
Family Life					
Family, Consumer & Human Development	56	40	33	35	23
Family & Human Development	1	2	14	17	25
Human Environments					
Marriage & Family Therapy		7	11	9	9
Total Graduate	57	49	58	61	57
TOTAL MAJORS	598	632	659	602	588

Demographics

Undergraduate					
% Full-time	70.6%	69.6%	69.6%	61.6%	65.9%
% Female	93.5%	93.3%	91.7%	93.9%	93.4%
% Minority	5.5%	8.1%	5.8%	7.2%	6.2%
% International	0.9%	0.2%	0.2%	0.6%	80.0%
Graduate					
% Full-time	56.1%	53.1%	55.2%	57.4%	57.9%
% Female	61.4%	63.3%	65.5%	65.6%	61.4%
% Minority	8.8%	10.2%	8.6%	6.6%	8.8%
% International	0.0%	0.0%	0.0%	0.0%	1.8%

STUDENT CREDIT HOURS (FALL SEMESTER)

	2010	2011	2012	2013	2014
Remedial					
1000	4204	4463	4113	3810	4179
2000	2964	2752	3207	2389	2808
3000	4190	4431	4400	3624	3510
4000	1365	1617	1522	1521	1277
5000	102	87	105	108	165
6000	319	275	339	356	330
7000	97	128	99	126	110
TOTAL STUDENT CREDIT HOURS	13241	13753	13785	11934	12379

DEGREES (ACADEMIC YEAR)

	2009-10	2010-11	2011-12	2012-13	2013-14
Certificate			2		
Associate			4		3
Bachelor	113	130	113	170	184
Post Bachelor					
Masters	18	46	10	11	15
Post Masters (Specialist)					
Doctoral	4	2	4	1	3
TOTAL DEGREES	135	0	133	182	205

FIRST-YEAR RETENTION RATE (FALL COHORT)

	2009	2010	2011	2012	2013
	78.8%	75.6%	62.9%	73.3%	66.7%

SIX-YEAR GRADUATION RATE (FALL COHORT)**

	2004	2005	2006	2007	2008
	68.8%	83.3%	63.2%	51.9%	66.7%

FULL-TIME FACULTY

Headcount	2010	2011	2012	2013	2014
	22	21	22	21	20
Demographics					
% Female	63.6%	61.9%	54.5%	52.4%	55.0%
% Minority	4.5%	4.8%	4.5%	9.5%	15.0%
Rank	2010	2011	2012	2013	2014
Professor	5	5	4	5	5
Associate Professor	10	9	8	6	6
Assistant Professor	3	3	6	7	7
Instructor					
Lecturer	4	4	4	3	2
Other					
PERCENT OF FACULTY WITH TERMINAL DEGREES***	85.0%	81.0%	72.7%	85.7%	85.0%

*FCHD did not exist in 2001-02.

** Bachelor degree seeking students who received any undergraduate degree within 150% of time to completion.

*** Analysis based on full-time instructional faculty.

Scot Allgood

From: Melanie Nelson
Sent: Thursday, September 10, 2015 3:05 PM
To: Scot Allgood
Subject: Early Childhood Development numbers
Attachments: FCHD Report.xls; AAS-ECDEV Degree Contract 1-14.xls; Cert -EARLY CHILDHOOD DEVELOPMENT.docx

Hi Scot,

The first attachment contains the enrollments for the FCHD sections that are considered core/major course requirements for the AAS and Certificate in ECD. I also included the degree contracts for the AAS and certificate of completion.

Since 2007/2008 we've had 7 students graduate with the AAS in Early Childhood Development.

I hope this information is what you need. Since data from this campus is under question, perhaps Michael Torrens in the AAA office (office of Analysis, Assessment and Accreditation) can provide the same data for verification.

Let me know what you think.

Melanie Nelson
Associate Vice Chancellor | Arts & Sciences
Associate Professor | Mathematics
Office: (435) 613-5358 | Fax: (435) 613-5996
Email: melanie.nelson@usu.edu

UtahStateUniversity**Eastern**

<u>TERM</u>	<u>SUBJ</u>	<u>COURSE</u>	<u>SECTION</u>	<u>CAMPUS</u>	<u>ACTUAL ENROLLMENT</u>
Fall 2011	FCHD	2600	P10	USU Eastern - Price Campus	4
Fall 2011	FCHD	2620	P10	USU Eastern - Price Campus	2
Fall 2011	FCHD	2625	P10	USU Eastern - Price Campus	2
Fall 2011	FCHD	2630	P10	USU Eastern - Price Campus	3
Spring 2012	FCHD	2630	P10	USU Eastern - Price Campus	2
Spring 2012	FCHD	2630	P11	USU Eastern - Price Campus	1
Fall 2012	FCHD	2600	801	USU Eastern - Price Campus	3
Fall 2012	FCHD	2600	803	USU Eastern - Blanding Campus	5
Fall 2012	FCHD	2600	805	USU Eastern - Blanding Campus	1
Fall 2012	FCHD	2630	P10	USU Eastern - Price Campus	2
Fall 2012	FCHD	2630	P11	USU Eastern - Price Campus	1
Spring 2013	FCHD	2600	P10	USU Eastern - Price Campus	1
Spring 2013	FCHD	2627	P10	USU Eastern - Price Campus	9
Spring 2013	FCHD	2630	P10	USU Eastern - Price Campus	0
Spring 2013	FCHD	2630	P11	USU Eastern - Price Campus	1
Fall 2013	FCHD	2510	P10	USU Eastern - Price Campus	2
Fall 2013	FCHD	2600	P10	USU Eastern - Price Campus	Cancelled 8/28/13
Fall 2013	FCHD	2620	P10	USU Eastern - Price Campus	2
Fall 2013	FCHD	2625	P10	USU Eastern - Price Campus	2
Fall 2013	FCHD	2630	P10	USU Eastern - Price Campus	Cancelled 8/28/13
Fall 2013	FCHD	2630	P11	USU Eastern - Price Campus	Cancelled 8/28/13
Spring 2014	FCHD	2600	P10	USU Eastern - Price Campus	1
Spring 2014	FCHD	2627	P10	USU Eastern - Price Campus	10
Spring 2014	FCHD	2630	P10	USU Eastern - Price Campus	0
Spring 2014	FCHD	2630	P11	USU Eastern - Price Campus	1
Spring 2014	FCHD	2660	P10	USU Eastern - Price Campus	10
Fall 2014	FCHD	2510	P10	USU Eastern - Price Campus	0
Fall 2014	FCHD	2600	P10	USU Eastern - Price Campus	2
Fall 2014	FCHD	2620	P10	USU Eastern - Price Campus	2
Fall 2014	FCHD	2625	P10	USU Eastern - Price Campus	1
Fall 2014	FCHD	2630	P10	USU Eastern - Price Campus	0
Fall 2014	FCHD	2630	P11	USU Eastern - Price Campus	2
Spring 2015	FCHD	2510	P10	USU Eastern - Price Campus	5
Spring 2015	FCHD	2600	P10	USU Eastern - Price Campus	2
Spring 2015	FCHD	2620	P10	USU Eastern - Price Campus	2
Spring 2015	FCHD	2627	P10	USU Eastern - Price Campus	6
Spring 2015	FCHD	2660	P10	USU Eastern - Price Campus	Cancelled 1/7/15
Spring 2015	FCHD	2630	P10	USU Eastern - Price Campus	1
Spring 2015	FCHD	2630	P11	USU Eastern - Price Campus	1
Fall 2015	FCHD	2625	P10	USU Eastern - Price Campus	2

Scot Allgood

From: Melanie Nelson
Sent: Wednesday, March 25, 2015 1:10 PM
To: Scot Allgood
Subject: Early Childhood Development AAS degree
Attachments: Armandine Matondo A01793873.pdf; Julie Davis A01705412.pdf

Hi Scot,

Here is a chart with the number of students working on the Early Childhood Development AAS degree for the past 5 years:

Fall 2010	2
Spring 2011	3
Fall 2011	3
Spring 2012	3
Fall 2012	3
Spring 2013	1
Fall 2013	0
Spring 2014	1
Fall 2014	2
Spring 2015	1

There are two students who need to finish the degree. I have attached their degree contracts. The star in the left margin indicates the courses needed to take after spring 2015. It is reasonable for the students to complete the degree by the end of spring 2016.

Is this what you were looking for? Let me know if you need other information.

Also, let me know when it's appropriate to contact these students to plan their 'teach out'. Do you contact them, or should I?

Thanks, Scot. I enjoy working with you.

Melanie Nelson
Associate Vice Chancellor of Arts & Sciences
Associate Professor of Mathematics
USU Eastern Price Campus
435-613-5358

Executive Summary – Full Template
Utah State University
Associate of Science Degree in Agricultural Science
August 14, 2015

Program Description

The School of Applied Sciences, Technology and Education (ASTE) at Utah State University (USU), in conjunction with Utah State University Eastern and the Regional Campuses, are developing an Agricultural Science Associate of Science with the intent, if approved, to begin fall of 2016. The program will be housed on the Utah State University Eastern campus and offered at the regional campus and distance delivery sites throughout Utah.

Role and Mission Fit

As part of its Land Grant mission, USU is to provide practical education, including education in agriculture, to the people of the State of Utah. Residents in all areas within Utah can benefit from a degree program focused on helping graduates learn to design and apply technologies to guide the ethical use of land, food, water, and economic resources thereby improving the health and well-being of humans, plants, animals and the environment.

Faculty

The faculty in the ASTE can accommodate the proposed program with cooperation and collaboration from existing faculty members in the College of Agriculture and Applied Sciences, and Extension who have agricultural science courses and/or programs available through the regional campus system.

Market Demand

The addition of an Associate of Science degree in Agricultural Science will provide an option for those currently enrolled in the regional campus system and will attract students living and working in rural Utah who have an interest in agriculture production, processing, management, and environmental sustainability.

Student Demand

We estimate demand for this program will reach 45 students, predominantly in the Southeast region of the state and other rural portions of the state served by USU's regional campus system.

Statement of Financial Support

None are required.

Appropriated Fund.....	<input type="checkbox"/>
Special Legislative Appropriation.....	<input type="checkbox"/>

Grants and Contracts.....	<input type="checkbox"/>
Special Fees	<input type="checkbox"/>
Differential Tuition (must be approved by the Regents).....	<input type="checkbox"/>
Other (please describe).....	<input type="checkbox"/>

Similar Programs Already Offered in the USHE

Within Utah, there are two other higher education institutions that offer residually based programs in agriculture at the Associate Degree level. Snow College has an AS in Agribusiness and Agriculture with the intent of transfer to a Bachelor's degree. It is a residential program. Southern Utah University (SUU) offers two unique Associate Degrees in similar areas: Livestock Farm Management and Equine Studies. Both of the SUU programs are offered on their campus. Neither Snow College nor SUU offer their programs as an off-campus degree program. Agricultural science interested, place-bound students from other parts of the state will benefit from this proposed program.

Utah State University
Associate of Science (A.S.) degree program in Agricultural Science
August 15, 2015

Section I: The Request

Utah State University (USU) requests approval to offer an Associate of Science (A.S.) degree in Agricultural Science effective Fall 2016. This program has been approved by the institutional USU Board of Trustees on _____.

Section II: Program Description

Complete Program Description

The proposed Associate of Science in Agricultural Science degree will be administered through the School of Applied Sciences and Technology Education (ASTE). The two-year (60 credit) associate of science degree is designed for delivery via distance education and will be offered through Utah State University's (USU) regional campus system. The associate degree integrates breadth of knowledge and applied learning in agriculture and natural sciences. Students will choose from general education, agricultural science, and general elective courses. Courses will be offered through a combination of online, IVC broadcast and face-to-face formats. Assessment will employ distance education techniques, including but not limited to, online testing, proctored examinations, and individual project portfolios. Upon completion, students will have entry level knowledge of agricultural science and be prepared to start a career in the diverse agricultural industry or enter a four-year degree program.

Purpose of Degree

Utah State University is the Land Grant University for Utah. It is known nationally and internationally for its programs in agriculture. The College of Agriculture and Applied Sciences (CAAS) has a mandate to advance agricultural science through excellence in teaching, research, and outreach. The proposed Associate of Science in Agricultural Science will be administered through the School of Applied Sciences, Technology and Education (ASTE).

The Associate of Science in Agricultural Science degree will train students for growing jobs in agriculture, and prepare them for transfer to a university to complete a bachelor's degree in the CAAS. The CAAS Student Services Center will be able to apply this degree directly into several departmental programs (i.e. Agricultural Systems Technology, Animal Science, Applied Economics, Landscape Architecture and Environmental Planning, Plant Science). According to the U.S. Bureau of Labor Statistics (Monthly Labor Review December 2013 article, Occupation Employment Projections to 2022), jobs that require associate's degrees are projected to grow 17.6% between 2012 and 2022.

The stepwise progression of university degrees in CAAS at USU has traditionally begun with the Bachelor of Science degree. The completion of this “first” degree then allowed for advancement to the masters and doctorate. The implementation of an Associate of Science degree in Agricultural Science will provide an initial step. The degree will be offered through the regional campus system to place-bound students. It will be promoted to traditional and non-traditional students who have a fundamental interest in agriculture but without the autonomy to easily move to USU-Logan for a Bachelor of Science degree. It will serve as the first step for some students seeking advancement in agricultural science. For other students, the Associate of Science degree will provide skills, and a higher education credential, to pursue a career in rural Utah and beyond.

Institutional Readiness

This program will leverage resources already in place at USU-Eastern and through the use of the regional campus system. Through the strategic development and placement of regional learning centers, the USU regional campus system is designed to support the implementation of the proposed degree. USU has partnered with communities throughout the state to offer and deliver program using the latest technologies – online and IVC broadcast. The administrative structure is in place to offer the program; further, this program intends to also use local agricultural expertise through the involvement of Cooperative Agricultural Extension agent. USU’s commitment to distance education and the regional campus system is evident in the sustained resources dedicated to learning throughout the State.

The Associate of Science degree in Agricultural Science will be based at the USU-Eastern campus and targeted for delivery through the regional campus system. The degree is designed for access via distance education technologies. Courses will be executed through online, IVC broadcast, and at select locations, face-to-face. Learning will be achieved through synchronous and asynchronous delivery of course content. Assessment will employ distance education techniques, including but not limited to, online testing, proctored examinations, and individual project portfolios. ASTE is capable of delivering this A.S. program.

The USU regional campus system has the personnel and technology in place to implement the proposed Associate of Science degree in Agricultural Science. The infrastructure for conveyance of this program currently exists at the Price and Blanding campuses. The promotion and marketing of the proposed degree and the needed academic advising is available to encourage and accept enrollments. USU has the capacity and the mandate to implement and grow this proposed agricultural science degree program.

No additional resources are requested. Implementation of the proposed program will not impact the continued high quality delivery of undergraduate and/or lower-division education provided through the USU regional campus system.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	13		13
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured	5		5
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured	2		2
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured	4		4
Full-time Non-Tenured	5		5
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Headcount Faculty in the Department			
Full-time Tenured	19		19
Full-time Non-Tenured	20		20
Part-time Tenured			
Part-time Non-Tenured	1		1
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	31.42	X	31.42

Staff

No additional administrative, secretarial, clerical, laboratory aides/ instructors, advisors or teaching assistants will be required to implement and sustain the Associate of Science in Agricultural Science. Existing staff will be identified and assigned to accommodate the degree program.

Library and Information Resources

Utah State University currently has the necessary library resources to implement and sustain this new degree program using the holdings for the existing degree programs in the CAAS. Statewide access to library resources will be required and access to the collection is available remotely. While reference materials (online journals, archives, database, and e-books) will be used in many courses, USU's learning management system (Canvas) allows for the placement of such reference materials within the online course. Faculty developing and advancing online courses enjoy excellent library support.

Admission Requirements

Current admission requirements will be used in reviewing and accepting applicants to the proposed program. No specific or additional admission requirements will be used. Standards for admission will be neither relaxed nor amplified.

Student Advisement

The USU regional campus system uses a local approach to student advisement combined with advanced technologies. The majority of the regional campus centers employ from one to three academic advisors who would be responsible for the proposed program. Where face-to-face advising is limited, two techniques are used. On a monthly basis, regional campus advisors will travel to the regional campus centers without full-service advisors. These regularly scheduled advising sessions are scheduled through an appointment management software system. Regional campus advisors also use IVC connection technology to meet electronically with students. Information is shared through password secure file transfer systems. All advisors track student progress through the USU time-to-degree-completion software system.

Justification for Graduation Standards and Number of Credits

The proposed Associate of Science degree in Agricultural Science will use graduation requirements consistent with other USU Associate of Science programs. Students are expected to earn a minimum of 60 credits. Twenty credits must be earned at USU. The agricultural science core will include 20 credits. The General Education requirements are the same as for other USU students earning an Associate of Science degree. A minimum 2.0 GPA would be required for graduation.

External Review and Accreditation

This proposed degree used similar programs at other institutions as a model for our development process. While external consultants were not directly utilized, the expertise of proposal planning team includes teaching and industry experience from numerous

state land grant college systems, especially the Midwest where this style of degree is highly valued and well populated.

No specific professional credentials or licensures will be sought. While some graduates may pursue certification in unique agricultural production and service enterprises (e.g. pesticide applicators, artificial insemination or certified crop consultants), degree completion does not require nor provide any specific credential or licensure.

The Associate of Science degree in Agricultural Science will be accredited within the structure and cycle of review for ASTE. There is no industry specific accreditation that would apply to the proposed degree program.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	5	10	20	30	35
Total # of Declared Majors in Proposed Program	X	10	20	35	40	45
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	31.42	31.42	31.42	31.42	31.42	31.42
Total Department Student FTE (Based on Fall Third Week)	656.74	669	683	703	710	716
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.9	21.3	21.7	22.4	22.6	22.8
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. As an Associate of Science program, it could be considered a pre-step to the Bachelors of Science in one of the many excellent CAAS degree programs. However, the pure intent is not as a “feeder program” but rather as a degree option for students in the regional campus system living and earning outside the USU-Logan residential campus. Predicted enrollments are cited in the table above.

Section III: Need

Program Need

As part of its Land Grant mission, USU is to provide practical education, including education in agriculture, to the people of the State of Utah. This degree is based at USU-Eastern and focused upon the rural areas of the state where agriculture is an important industry. Residents in all areas in Utah can benefit from a degree program focused on helping graduates learn to design and apply technologies to guide the ethical use of land, food, water, and economic resources thereby improving the health and well-being of humans, plants, animals and the environment.

Labor Market Demand

About 70% of Utah’s citizens complete their high school education with a diploma. Approximately 26% of Utah’s citizens go on to complete a bachelor’s degree program. Twenty years ago, a college graduate earned 1.5 times more over a life time than a high school only completer. Today it is estimated a graduate with an Associate degree will earn 2.0 to 2.5 more over a lifetime than a high school graduate with no post-secondary training. The value of an Associate degree is known and significant.

The latest employment report from the United States Department of Agriculture indicates an anticipated 57,900 average annual openings for college graduates in food, agriculture, and renewable natural resources between 2015 and 2020. It is projected that an average of 35,400 new graduates will be prepared to take these positions, creating a shortage of 39%. Approximately half of these openings are expected to be in management and business with over 25% in science, technology, engineering, and mathematics (STEM) related positions. The remaining positions are expected to be in sustainable food production, education, and governmental services. This degree program can prepare additional graduates to meet the labor market demand, particularly for those opportunities in the rural areas of Utah and the Four-Corner region.

Student Demand

The consistent growth at USU regional campuses serves as an indicator of student demand. The average growth has been approximately 10% per year for the past five years. Non-traditional, adult learners are returning to complete degrees and certifications. Student interest at the Blanding campus location continues to draw our

attention. This program will provide an agriculture degree option for students on the Blanding campus as well as other students located in rural Utah, especially in Southeastern Utah. Anecdotal information from students and contacts in this area provide encouragement for offering this degree. The addition of an Associate of Science degree in Agricultural Science will provide an option for those currently enrolled in the regional campus system and will attract students living and working in rural Utah who have an interest in agriculture production, processing, management, and environmental sustainability.

Similar Programs

Within Utah, there are two other higher education institutions that offer residually based programs in agriculture at the Associate Degree level. Snow College has an Associate of Science degree in Agribusiness and Agriculture with the intent of transfer to a Bachelor's degree. It is a residential program. Southern Utah University (SUU) offers two Associate Degrees related to animal agriculture: Livestock Farm Management and Equine Studies. Both of the SUU programs are offered on their campus. Neither Snow College nor SUU offer their programs as an off-campus degree program. Agricultural science interested, place-bound students will benefit from this proposed program.

In the general intermountain region, Great Basin Community College (Elko, NV), College of Southern Idaho (Twin Falls, ID) and Western College Community College (Grand Junction, CO) offer assorted specializations in agriculture resulting in an AS or AAS degree. A close approximation might be Colorado State University where a plethora of online degrees are offered, although the single agriculture related degree is at the BS level.

Collaboration with and Impact on Other USHE Institutions

The proposed degree is a stand-alone program to be implemented through USU-Eastern and the regional campus system. Evidence of collaboration is best observed through USU's relationship with UEN in the IVC broadcast of courses and online learning. Advisors will work closely with students who have earned course credit from other institutions and then seek admission and completion of the Associate of Science in Agricultural Science. The transfer and articulation agreements from other institutions will be honored and implemented as place-bound students who began a degree program but stopped-out for whatever reason make the decision and take the action to enroll in this proposed AS degree program.

Benefits

The proposed Associate of Science degree in Agricultural Science will provide increased access to higher education within a traditional industry for a potential audience of place-bound learners.

The State has a goal to increase the number of Utahans with postsecondary education to 66% by 2020. For many, the Bachelor's degree is the goal. Yet, the Utah Foundation recently reported that Utah is falling behind when it comes to BS/BA higher education

completion rates. For example, in 2014 Utah ranked 39th among states for on-time graduation with only 47% of students in public, four-year colleges graduating within six years. The national average is 59%. An Associate of Science degree is often the gateway to career success and more learning. Implementation of the proposed program to place-bound students will allow for greater access at an affordable cost (including tuition, fees, and opportunity costs).

The USU regional campus system provides for greater access to degree programs from the AS/AAS to EdD. With targeted programming for specialized, place-bound populations, the USU regional campus degree development and program delivery model is designed to support the proposed Associate of Science degree program.

The degree will integrate the required General Education courses with a palette agricultural science course options. As the degree program outlines, the General Education courses are standard for the USU system and the proposed off-campus program will not compromise the General Education principles.

Consistency with Institutional Mission

Utah State University, as the Land Grant University for the State of Utah, has an institutional mandate to develop, implement, and sustain viable higher education programs for all Utah citizens. The statewide outreach has been well demonstrated through the USU-Extension, in the placement of more than a dozen agricultural experiment stations throughout the state, and the development of a regional campus system. Outreach, distance education technology, and recognition of (and respect for) place-bound student is the central focus of the regional campus system. The implementation of the proposed Associate of Science degree is consistent with the university's resources, mission, and purpose.

Section IV: Program and Student Assessment

The goals for the Associate of Science in Agricultural Science are to elevate the agricultural industry and the agriculturally career focused students. The advancement of agriculture as a sustainable industry, from the farm field to the dinner plate, requires new and innovative citizens. Rural Utah is certainly where the majority of agriculture is practiced and where the proposed program is designed to impact. The basic measure of success would be program graduates. A secondary measure would be entry level placement upon program completion with equal accolade given for career placement or continuing education. Academic tracking during degree work and follow-up of graduates will be completed. ASTE is very good at both types of data collection and analysis and will also utilize the CAAS Student Services Center as a technical resource.

Follow-up of program completers will evolve as program faculty and advisors build the appropriate relations with USU Alumni and Development. Data access through these on-campus data warehouses will prove beneficial in following the careers of the

program graduates. The use of social media will be explored and developed, as appropriate, to track the progress of degree graduates.

Expected Standards of Performance

Review of the literature and validation of an expert panel yielded the development of the following program standards and competencies.

Computational Standard

Calculate and apply basic and advanced mathematical process

Analyze and interpret data to solve problems

Evaluate and solve problems by applying computational practices

Communication Standard

Demonstrate written and oral communications

Prepare and present a persuasive argument

Document research and inquiry on topics of scientific interest

Technical Science Standard

Understand and apply biological processes to animal and plant sustainability

Understand and apply chemical and physical process animal and plant sustainability

Become aware of agricultural and environmental interactions

Utilize financial managerial skills to operate an agricultural enterprise

Human Relations Standard

Understand and apply ethical behaviors in the workplace

Define a problem and form options for resolution

Develop an appreciate for life long learning

The achievement of the standards and competencies will be assessed at the completion of coursework. An end-of-degree inventory will be conducted, using distance technology practices, to measure how well graduates accomplishing the expected standards and competencies. Corrections to the curriculum and instruction techniques will be made based upon data from degree completers and industry requirements.

Student who enter the program but do not complete will be contacted to determine reasons for leaving. An attrition study will be implemented five years after launch of the degree. Findings will be used to improve program graduate rates.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$3,572,519	\$35,725	\$3,608,244	\$36,082	\$3,644,326	\$36,443	\$3,680,769
Benefits	\$1,643,358	\$16,433	\$1,659,791	\$16,597	\$1,676,388	\$16,763	\$1,693,151
Total Personnel Expense	\$5,215,877	\$52,158	\$5,268,035	\$52,679	\$5,320,714	\$53,206	\$5,373,920
Non-Personnel Expense							
Travel	\$123,463	\$1,235	\$124,698	\$1,247	\$125,945	\$1,259	\$127,204
Capital	\$43,212	\$432	\$43,644	\$436	\$44,080	\$441	\$44,521
Library	\$18,521	\$184	\$18,705	\$188	\$18,893	\$189	\$19,082
Current Expense	\$432,122	\$4,322	\$436,444	\$4,363	\$440,807	\$4408	\$445,215
Total Non-Personnel Expense	\$617,318	\$6,173	\$623,491	\$6,234	\$629,725	\$6,297	\$636,022
Total Expense (Personnel + Current)	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Departmental Funding							
Appropriated Fund	\$4,742,814	\$47,428	\$4,790,242	\$47,902	\$4,838,144	\$48,381	\$4,886,525
Other:	\$368,253	\$3,683	\$371,936	\$3,719	\$375,655	\$3,756	\$379,411
Special Legislative Appropriation							
Grants and Contracts	\$722,128	\$7,220	\$729,348	\$7,292	\$736,640	\$7,366	\$744,006
Special Fees / Differential Tuition							
Total Revenue	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost /	\$236	\$0	\$236	\$0	\$236	\$0	\$236

Student Credit Hour* (as reported in institutional Cost Study for “current” and using the same Cost Study Definition for “projected”)							
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*** Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

The USU regional campus system uses tuition and fees generated from course enrollments. A business model is used to consider program costs versus program revenues. Costs include instruction and program facilitation -- at both the USU-Logan campus and the rural site. Enrollment expectations are set in advanced.

Reallocation

Internal reallocation is not necessary for the implementation of the proposed degree program. Existing models will be used to budget and execute program implementation. The program is designed to be revenue neutral within the regional campus system.

Impact on Existing Budgets

No costs are anticipated for the requested change. The courses required for the proposed degree are currently offered. The offering of the proposed degree is an internal allocation of courses to meet curriculum and accreditation standards. There will be no budgetary impact, including cost savings, to another program or unit within the institution.

Section VI: Program Curriculum

All Program Courses

The Associate of Science degree in Agricultural Science will establish a rigorous strategy for individualistic degree completion. Utilizing the well-organized regional campus system, the degree will provide another option in the arsenal of specialized degree programs for meeting the public demand for a learned population. With the approval of the Agricultural Science degree, students can realize their goal of an Associate of Science degree from a Land Grant University – Utah State University.

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
General Education (not met by major requirements): 30 credits		
Various	Breadth American Institutions (BAI)	3
Various	Breadth Humanities (BHU)	3
ENGL 1010	Introduction to Writing: Academic Prose (CL1)	3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Model (CL2)	3
MATH 1050, MATH 1030, STAT 1040 or STAT 1045	Quantitative Reasoning, College Algebra, Intro to Statistics or Intro to Statistics w/Elements of Algebra (QL)	3
	Additional General Education Requirement met in Ag Core below (BCA, BSS, BLS, BPS, Exploratory)	15

Course Prefix & Number	Title	Credit Hours
Core Requirements: Minimum of 30-32-Credits (Must include a BCA, BSS, BLS, BPS and Exploratory)		
ADVS 1110	Intro to Animal Science	4
ADVS 2080	Beef and Dairy Herd Health	3
ADVS 2090	Sheep Production Practices	2
APEC 2010	Intro to Microeconomics (BSS)	3
ASTE 2710	Orientation to Agriculture Education	2
ASTE 2900	Food Matters: Ethics, Econ & Environment (BSS)	3
BIOL 1610	Biology I	4
BIOL 1620	Biology II (BLS)	4
CHEM 1110	General Chemistry I (BPS)	4
CHEM 1210	Principles of Chemistry I	4
CHEM 1220	Principles of Chemistry II (BPS)	4
ENVS 1350	Introduction to Environmental Science (BLS)	3
ENVS 2340	Natural Resources and Society (BSS)	3
LAEP 1030	Intro to Landscape Architecture (BCA)	3
NDFS 1020	Science & Application of Human Nutrition (BLS)	3
PSC 1800	Intro to Horticulture (BLS)	3
PSC 2010	Soils, Waters, and the Environment (BPS)	3
WATS 1200	Biodiversity and Sustainability (BLS)	3
WELD 1010	Beginning Shielded Metal Arc Welding	3
WILD 2200	Ecology of our Changing World (BLS)	3
Sub-Total	Elective Courses	0
Sub-Total	Track/Options (if applicable)	0
Sub-Total	Total Number of Credits	60-62

Example Program Schedule Freshman Year

FALL	CR	SPRING	CR
English 1010: Introduction to Writing	3	English 2010: Intermediate Writing	3
Math 1030, MATH 1050, STAT 1040 or STAT 1045	3	CHEM 1110: General Chemistry I (BPS)	4
Breadth – American Institutions	3	Breadth - Humanities	3
LAEP 1030: Intro to Landscape Architecture (BCA)	3	ASTE 2900: Food Matters: Ethics, Econ & Environ (BSS)	3
ADVS 1110: Intro to Animal Science	4	APEC 2010: Intro to Microeconomics (BSS)	3
Total	16	Total	16

Sophomore Year

FALL	CR	SPRING	CR
ASTE 2710: Orientation to Agriculture Education	2	BIOL 1620: Biology II (BLS)	4
NDFS 1020: Science & Application of Human Nutrition (BLS) Exploratory	3	PSC 2010: Soils, Waters, and the Environment (BPS)	3
BIOL 1610: Biology I	4	ADVS 2080: Beef & Dairy Herd Health	3
PSC 1800: Intro into Horticulture (BLS)	3	WELD 1010: Beginning Shielded Metal Arc Welding	3
ADVS 2090: Sheep Production Practices	2	WATS 1200: Biodiversity and Sustainability (BLS)	3
Total	14	Total	16

Program Schedule

The proposed degree program will be master planned within the USU regional campus system. Multiple delivery technologies will be used. Face-to-face courses will be initiated at the Blanding or Price campus and made available to all USU-Eastern students through IVC at the corresponding site. Scheduling for IVC broadcast into high enrollment centers can be problematic when there are a limited number of receive classrooms available. Local site management will be key to successful program scheduling. Whereas the regional campus system has almost two decades of scheduling experience, it is highly unlikely that scheduling will be an issue. The curriculum outline earlier provides a template for understanding the consistent offering of courses – both for General Education and technical agriculture. For some regional campus locations, face-to-face courses could be offered. For other sites, courses will be limited to online and IVC broadcast.

Section VII: Faculty

ASTE has broad expertise in technical and content-related skills as well as existing specific expertise to support A.S. degree program in general agriculture. The table below shows faculty who have expertise/credentials related directly to this general agriculture degree program.

ASTE	Faculty	Teach	Res	Ext	Serv	Admin	Degree	University
Sasha	Bambas	95			5		BFA	Central Michigan Univ., Sculpture and Metalsmithing
Richard	Beard	15		75	10		PhD	Texas A&M, Agricultural Engineering
Guy	Denton	25			10	65	PhD	Ohio State University, Agric. Ed.
Kelsey	Hall	65	30		5		PhD	Texas Tech University, Ag Ed/Comm
James	Keys			90	10		MS	USU, Ani. Sci. Breeding & Gene.
Becki	Lawver	70	25		5		PhD	University of Missouri
Bruce	Miller	25			10	65	PhD	Iowa State Univ. Agric. Ed.
Michael	Pate	65	30		5		PhD	Iowa State Univ. Agric. Ed.
Tyson	Sorensen	65	30		5		PhD	Oregon State Univ. Agricultural Education
Debra	Spielmaker	60		35	5		PhD	Utah State University
Denise	Stewardson	10		80	10		MA	Univ of Maryland, Industrial Arts Ed.
Gary	Straquadine	25			10	65	PhD	Ohio State University, Agric. Ed.
Brian	Warnick	40			10	50	PhD	Oregon State Univ. Education
Mason	Winters	95			5		BS	Weber State Univ., Manufacturing Eng. Technology
Lon	Youngberg	95			5		PhD	USU, Technology and Engineering Education

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Utah State University
 Proposed Title: Minor in Music Studies
 Currently Approved Title: N/A (will supplement Minor in Music)
 School or Division or Location: Caine College of the Arts
 Department(s) or Area(s) Location: Department of Music
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 50.0901
 Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A
 Proposed Beginning Date (for new programs): 08/15/2016
 Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Utah State University
Minor in Music Studies
MM/DD/YEAR

Section I: Request

The Department of Music proposes to create a music minor that allows greater access to a broad population of people interested in music. While there is already a successful face-to-face music minor in place that allows some online offerings, the new program will allow off-campus students, those whose schedules do not allow traditional classes, and those who do not play an instrument or sing to pursue a minor in music, including the possibility of taking the entire minor through online classes. Both minors involve the study of the foundations of music. Beyond these fundamentals, the current music minor focuses on performing skills and experience, while the proposed new minor will focus instead on listening and examining music as a component of human culture(s). For this reason, it will be designated as a minor in "Music Studies." All but one of the proposed courses are already offered (many as General Education credits), and half are already part of the existing minor.

Section II: Need

The current music minor serves 30-40 students and requires private study on an instrument or voice as well as ensemble experience, emphasizing the psychomotor, cognitive, and affective domains. The "Music Studies" minor will explore music with a greater emphasis on the cognitive domain to allow students who may not play or sing formally to still take music coursework and learn about music, focusing on listening and understanding music as a component of culture. "Music Studies" may be attractive to students in American Studies, as well as to business students who have an interest in the music industry. It will also broaden access to music programs, as students living anywhere can earn this minor through online or broadcast classes, which is currently impossible because of the private instruction and ensembles requirements in the existing minor.

Section III: Institutional Impact

Several of the classes proposed for this minor are already offered both online (1010, 1100, 3010, and in fall 2015 also 3030 and 1190) and in person (1010, 1100, 1190, 3010, and 3030). Enrollments will expand slightly in some of these courses, up to the caps currently in place. Where new sections must be added, the music department anticipates adding online sections. The funding model of online education at USU will allow the hiring of area musicians with expertise in the appropriate areas if added sections are necessary to meet demand. The department anticipates no need for new physical facilities or modification.

Section IV: Finances

All but one of the courses involved are already offered by the department. The Caine College of the Arts has policies that govern payment of teachers that pay online courses that will enable the department to offer these sections. Multiple sections of three of these classes have been offered online already, and enrollments have ranged from 15–104 without the added attraction of a possible minor. For this reason, the financial impact will be net positive to the department.

Section V: Program Curriculum

THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses	MUSC 1010: Introduction to Music	3
	MUSC 1100: Music Fundamentals	3
	MUSC 1190: World Music	3
Sub-Total		9
Elective Courses		
Sub-Total		
Track/Options (if applicable)	At least 9 credits among the following:	
	MUSC 3010: Masterpieces of Music	3
	MUSC 3020: History of Jazz	3
	MUSC 3030: Rock and Roll: Catalyst for Social Change	3
	MUSC 30XX: Creative Projects in Music Technology	3
Sub-Total		9
Total Number of Credits		18

Program Schedule

A typical track through the program might look like this:

Year 1 Fall: MUSC 1010 and MUSC 1100

Year 1 Spring: MUSC 1190 and option #1

Year 2 Fall: option #2 and option #3

EDUCATIONAL POLICIES COMMITTEE AGENDA

1 October 2015

A meeting of the Educational Policies Committee will be held on 1 October 2015 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 3 September 2015

<http://www.usu.edu/epc/meetings/minutes/2015-2016/EPCMinutesSept2015.pdf>

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)

Course Approvals

Request from the Department of Electrical and Computer Engineering proposes removing the emphasis in the Master of Science degree in Electrical Engineering.

<https://usu.box.com/s/geda7ucue28zqxdgf6q7qso3t139nb6g>

Request from the Department of Family, Consumer and Human Development to discontinue the Early Childhood Development Associate of Arts degree at USU Eastern.

<https://usu.box.com/s/1ekdulodbpz8qk0cxzjrwaolpkz3f0nw>

<https://usu.box.com/s/xvw5axv869hikjfmndl7v4r8rhg6zk9fl>

Request from the School of Applied Sciences, Technology and Education to offer an Associate of Science degree in Agricultural Science.

<https://usu.box.com/s/nmncuh47akyilyhs5qcm025ai34t1hgk>

Request from the Department of Music to create a Minor in Music Studies.

<https://usu.box.com/s/4186g0hij2zjovy1eoigyvurzd7e0qk>

Request from the College of Agriculture and Applied Sciences to offer the Bachelor of Arts degree in International Agribusiness and the Bachelor of Science in Agribusiness to The American Campus (TAC) in Flic en Flac, Mauritius.

<https://usu.box.com/s/g7j3ijyd4pkso2bh7kvfdnur3di3o3b2>

Request from the Provost to offer a Certificate of Completion in General Education.

<https://usu.box.com/s/7jejpfdqfduta23avkvvhl14uxjesga7>

b. Academic Standards Subcommittee (Scott Bates)

<https://usu.box.com/s/rt64850sst4us4o86faxr4yz8421yu9k>

c. General Education Subcommittee (Dawn Kirby)

http://www.usu.edu/epc/subcommittees/general_education/meetings/minutes/2015-2016/GenEdMinutesSept2015.pdf

III. Other Business

Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University
Proposed Title: Certificate of Completion – General Education
Currently Approved Title: N/A
School or Division or Location: General Education
Department(s) or Area(s) Location: General Education
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 24.0102
Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A
Proposed Beginning Date (for new programs): Fall 2016
Institutional Board of Trustees' Approval Date: _____

Proposal Type (check all that apply):

R401-5		R401-6	
<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>		<i>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</i>	
Section #	Item	Section #	Item
4.1.5.2	<input type="checkbox"/> Minor*	6.1.1	<input type="checkbox"/> Reinstatement of Previously Suspended Program
5.1.1.1	<input type="checkbox"/> New Emphasis on an Existing Degree*	6.1.5	<input type="checkbox"/> Reinstatement of Previously Suspended Unit
5.1.2	<input checked="" type="checkbox"/> Certificate of Proficiency Completion Not Eligible for Financial Aid		
5.1.3	<input type="checkbox"/> Out-of-Service Area Delivery of Programs		
5.1.4	<input type="checkbox"/> Name Change of Existing Programs		
	<input type="checkbox"/> Program Transfer		
5.1.5	<input type="checkbox"/> Program Restructure		
	<input type="checkbox"/> Program Consolidation		
5.1.6	<input type="checkbox"/> Program Discontinuation		
	<input type="checkbox"/> Program Suspension		
	<input type="checkbox"/> Administrative Unit Creation		
5.1.7	<input type="checkbox"/> Administrative Unit Transfer		
	<input type="checkbox"/> Administrative Unit Consolidation		
5.1.8	<input type="checkbox"/> New Center		
	<input type="checkbox"/> New Institute		
	<input type="checkbox"/> New Bureau		
5.1.9	<input type="checkbox"/> Graduate Certificate		

*Requires "Section VI: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Utah State University
Certificate of Completion – General
Education*
10/2016

Section I: Request

Utah State University requests approval to offer a Certificate of Completion in General Education effective Fall 2016. This program was approved by the institutional Board of Trustees on _____ 2016.

Section II: Need

Board of Regents Policy R470 outlines the structure of general education for the Utah System of Higher Education and specifies that each institution will set its own general education requirements in accordance with this structure. According to R470-7.1.2, a student who completes the general education requirements of a USHE institution can request a Letter of Completion confirming general education completion for USHE transfer partners. This Letter of Completion, while recognized and accepted within USHE, is not a formal academic award and does not become part of a student's permanent academic record, nor is it recorded on an institutional transcript.

To formalize the completion of the USU general education requirements – a clearly identifiable core of courses with defined learning outcomes and assessment measures, USU requests approval to offer a Certificate of Completion automatically awarded to any student who has completed USU's general education requirements. This is important for the following reasons:

- Completion of General Education becomes part of a student's permanent academic record and can be recognized on a transcript and diploma.
- The Certificate of Completion can be awarded automatically once a student completes USU's general education requirements; the Letter of Completion is only issued upon request.
- Students who transfer after completing their general education requirements can be counted as completers instead of noncompleters by USU and USHE.
- Students transferring outside of Utah have a transcripted demonstration of general education completion; this can support efforts such as the WICHE Passport initiative.

Section III: Institutional Impact

This proposal does not require a change in USU's general education requirements, nor will it require a change in staffing or facilities.

Section IV: Finances

No significant financial impact is anticipated.

*This proposal was modeled after a similar one for a General Education Certificate of Completion submitted by Salt Lake Community College in 2013. We want to acknowledge Nate Sutherland, Assistant Provost of Academic Affairs at SLCC, for kindly allowing us to use the SLCC proposal as a guide for this one.

Section VI: Program Curriculum

All Program Courses

USU's current requirements are as follows:

USU General Education Requirements (30-34 credits)

- A. Competency Requirements (9-10 credits)
 - 1. Communications Literacy (CLI and CL2, 6 credits)
 - 2. Quantitative Literacy (QL, 3-4 credits)

- B. Breadth Requirements (18-20 credits)
 - 1. American Institutions (18-20 credits)
 - 2. Creative Arts (3 credits)
 - 3. Humanities (3 credits)
 - 4. Life Sciences (3-4 credits)
 - 5. Physical Sciences (3-4 credits)
 - 6. Social Sciences (3 credits)

Academic Standards Subcommittee minutes

17 September 2015

A meeting of the Academic Standards Subcommittee was held on 17 September 2015 at 2:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
Roland Squire, Registrar's Office
Dawn Kirby, College of Humanities & Social Sciences
Deidri Nielson, Secretary
Thom Fronk, Engineering
Marci Smith, Registrar's Office
Karen Mock, Quinney College of Natural Resources
Madison Maners (representing USUSA and Trevor Olson)
Nathan Straight, Regional Campuses
Taylor Adams, Advising

Absent: None

I. Information Items

The charge and make-up the academic standards subcommittee of the education policies committee was described. It is: Excused Absence Policy o Purpose of the Academic Standards Subcommittee of the Educational Policies Committee: The Academic Standards Subcommittee: (a) recommends policy on all matters pertaining to academic evaluation of students, including admission, retention, grade assignment, and graduation; (b) recommends discipline policy regarding student academic dishonesty; and (c) approves the process for discipline regarding alleged academic violations by students and for grievance hearings in cases of alleged student academic dishonesty. The subcommittee shall consist of four faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend expertise. (Policy 402.12.6(7))

II. Old Business

A. Excused Absence Policy (see attached)

Scott Bates circulated the Excused Absence Policy, as directed in the March 2015 meeting of the academic standards subcommittee, to multiple potential stakeholders (e.g. athletics, AAEO, student services divisions including Access and Diversity, Veterans Resource Office, Disability Resource Center, the faculty senate president, the Title IX coordinator) for feedback. Edits and additions were included and distributed to the Academic Standards

(see attached). Nathan Straight raised the concern that in the case one parent is very ill, the other parent is required to help with childcare and there was discussion centered around pregnancy and dependent care inclusion in the policy. Madison Maners suggested that rape or psychological illness should be addressed in the excused absence policy. Scott Bates said he would talk to the Title IX coordinator regarding those inclusions. The sub-sections of the draft policy will be renumbered to align with like items.

Action Item: Scott Bates will make edits and return with revised Excused Absence Policy to the next meeting.

B. Summer Credit-Hour Registration Cap was discussed (see attached)

Roland Squire presented statistics for students who took summer classes in 2015. He found that: There are few students taking more than 12 credits in the summer term, and; there is no strong evidence to show that the number of credits taken in the summer term is a detriment to grades.

Logistical issues were discussed. Specially the fact that Banner can not put a cap on the credits taken in segments of the summer term. While there is currently an 18 credit limit on the summer term, it is possible (but uncommon) for a student to take 18 credits in the first 7-week session.

Roland Squire's suggestions are: (1) determine what indicators would help faculty and advisors effectively advise students who are at risk such as academic warning/probation, GPA, recent GPA below 2.5, etc. (2) create an early alert system for faculty and advisors using the indicators, and (3) advisors and instructors work closely with these students. Scott Bates further suggested that the provost's office include content related to this issue in future trainings (e.g. new faculty teaching academy) and current resources (e.g. provost's office course syllabus webpage). Further, it was suggested that the catalogue should include a specific summer credit load advisory.

Madison Maners suggested that most students taking a lot of classes in the summer are not the kind of students that will struggle managing the condensed study load and that there will be fewer exceptions than the work generated by restricting would make reasonable. This is supported by the data provided from the registrar's office.

Thomas Fronk noted that he has taught summer classes for years and is very happy with the 2015 structure and wouldn't want to change anything that would alter the structure.

Action item: Scott Bates will write a memorandum outlining specific recommendations that will be voted on at the next meeting of the academic standard subcommittee of the EPC.

C. Next meeting is October 15, 2015 at 2PM in Champ Hall

September 14, 2015 DRAFT

Academic Standards Subcommittee of the EPC

Attendance & Excused Absences

Introduction

Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies.

The excused absence policy does not guarantee that a student's absences from a course will not negatively impact his or her success in the course. Furthermore, it is the student's responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation.

There are multiple mechanisms that should be considered if absence from a class is necessary:

- Incomplete (I) Grade: If a student is unable to complete all of the coursework because of extenuating circumstances, a grade of "I" (Incomplete) may be submitted by the instructor. Refer to Incomplete policy for details.
- Withdrawal: Students may drop courses without notation on the permanent record through the first 20% of the class (i.e. 3 weeks of a 15-week term). If a student drops a course after that initial grace period, a "W" will be permanently affixed to the student's record. After 60% of the class is completed (i.e. 9 weeks of a 15-week term), the student's academic advisor must sign any drop request, and a "W" with a grade assigned by the instructor will be entered on the student's permanent record. Under normal circumstances, a student may not drop a course after 75% of the class is completed. (Check [General Catalog](#) for exact dates.)
- Excused Absence: An absence may be excused for the reasons and in accordance with the procedures outlined below. Students who are requesting an excused absence are expected to uphold the Student Code of Conduct.

Excused Absences

Reasons

A student requesting an excused absence is responsible for providing evidence to the instructor substantiating the reason for absence.

Excused absences may not exceed 20% of the class meetings.

Among the reasons absences are considered excused by the university are the following:

1. Participation in a university-sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

3. A death in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).
4. Major illness in a student's immediate family (as defined in Policy 346.1 of the USU Policies Manual).
5. Illness of a dependent family member.
6. Participation in legal proceedings or administrative procedures that require a student's presence.
7. Religious holy day.
8. Injury or Illness that is too severe or contagious for the student to attend class.
 - a. **Injury or illness of 3 or more days.** For injury or illness that requires a student to be absent from classes for three or more class meetings, the student should obtain a medical confirmation note from his or her medical provider. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the visit for the injury or illness and the medical professional's confirmation of needed absence.
 - b. **Injury or illness less than 3 days.** Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than 3 or more class meetings. At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit.
 - c. An absence for a non-acute medical service does not constitute an excused absence.
9. Required participation in military duties, including mandatory medical appointments for veterans and military personnel.
10. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.
11. In accordance with Title IX of the Educational Amendments of 1972, Utah State University shall treat pregnancy and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Procedures

Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated above or for other reasons deemed appropriate by the student's instructor. For reason #1 (Participation in a university sponsored or sanctioned activity) or #2 (Mandatory participation as a student-athlete in NCAA-sanctioned competition), a dean or vice president (or the designee) must provide a letter for the student to provide to instructors that verifies the student's absence as excused.

Student

Excused absence notifications should be provided to instructors as soon as possible. In some cases, such as athletics or other university-sponsored and sanctioned events with known schedules, instructors should be informed during the first week of classes. Instructors have the

right to deny any request that exceeds 20% of class sessions.

To be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident or emergency), the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior to or after the absence, but not later than two working days after the absence. On request of the instructor, the student must provide additional documentation substantiating the reason for the absence, which is satisfactory to the instructor, within one week of the last date of the absence.

Instructor

Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed on by the student and instructor. Students with an excused absence shall be “held harmless” and benefit from all classroom policies. In some cases, such as classes that include time-dependent group, field, lab, or studio work, instructors are not required to recreate a precisely equivalent experience, but should identify a suitable alternative that respects both their own and the student’s time and meets educational goals.

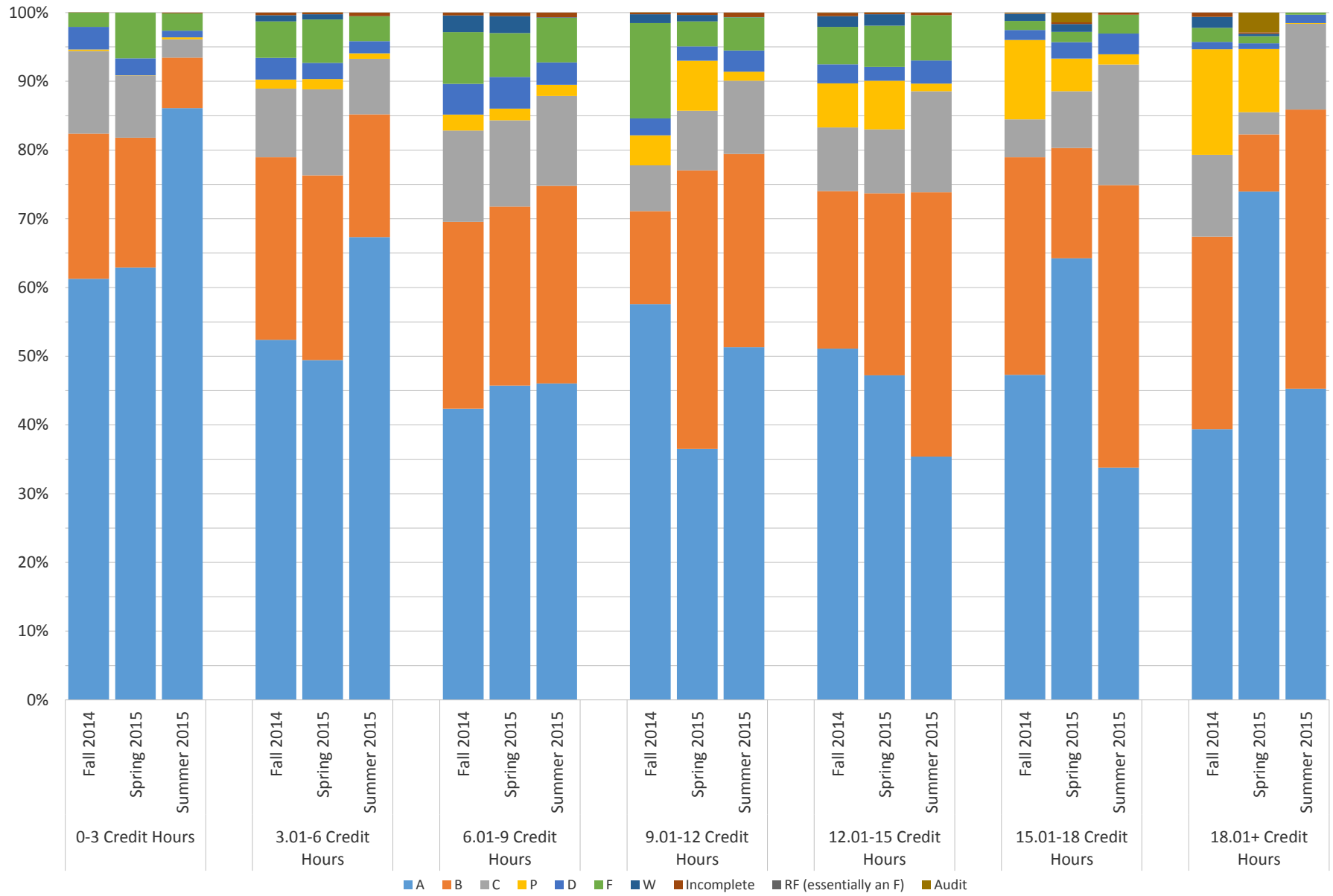
Any make-up work must be completed within 14 calendar days of the last day of the initial absence.

Appeal Procedures

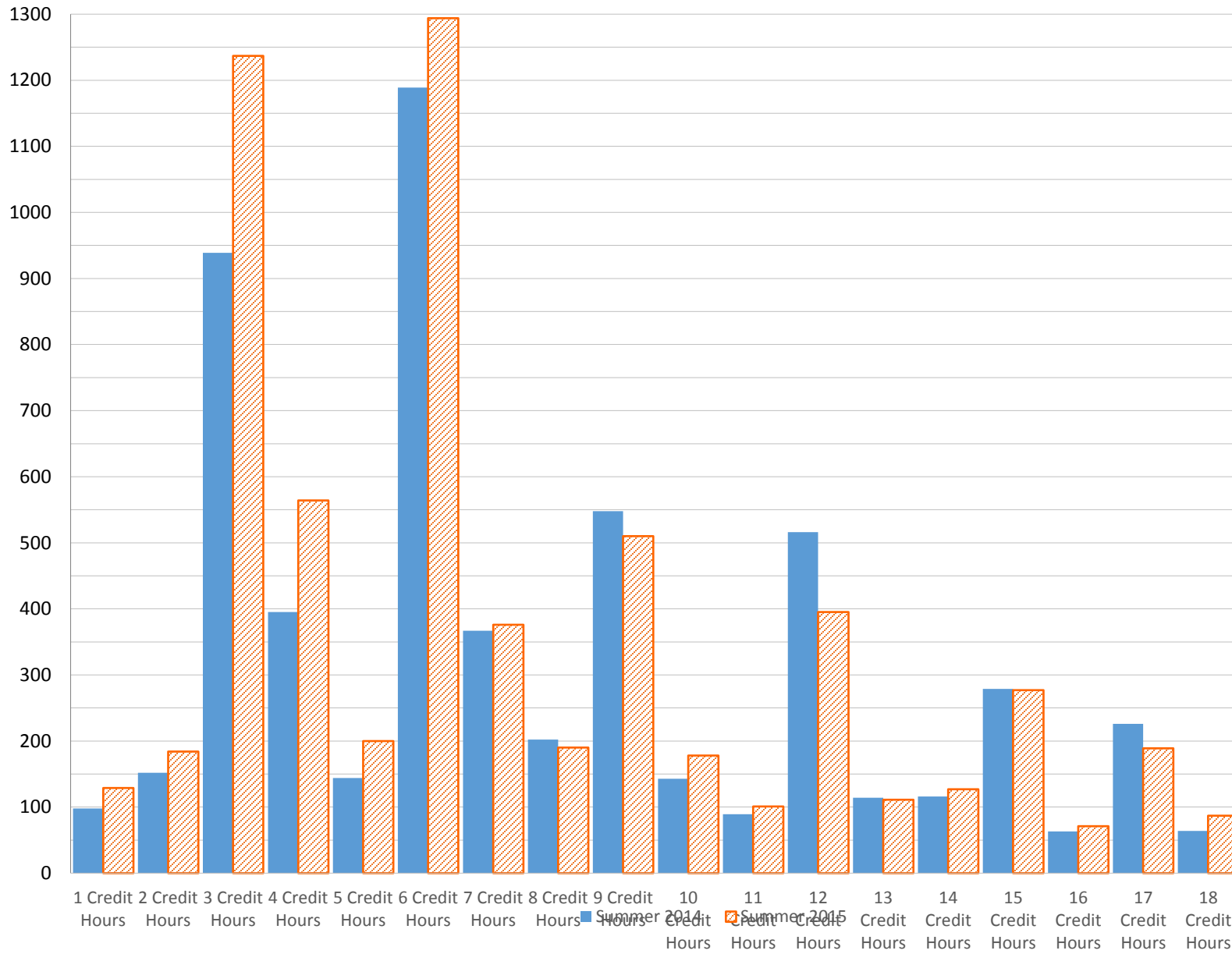
A student may appeal an instructor’s decision that an absence is unexcused if the student believes either that he or she has presented the instructor with adequate substantiating evidence for an excused absence (as outlined in this policy) or that the instructor’s decision was arbitrary, capricious, or prejudicial. Any appeal must be initiated within three class days of the instructor’s decision. In the appeal process, the burden of proof shall be on the student. Any student appeal must be submitted to the following persons or bodies in the sequence listed below:

1. The head of the academic department in which the course is offered;
2. The dean or designee of the college in which the course is offered;
3. The Provost (in the case of an appeal by an undergraduate student), or the Dean of the School of Graduate Studies (in the case of an appeal by a graduate student).

Grade Distributions per Credit Hours and Semester



Number of Students per Credit Hours and Semester





GENERAL EDUCATION SUBCOMMITTEE MINUTES

September 15, 2015, 8:30 A.M.
Champ Hall Conference Room

Present: Dawn Kirby, Chair; Eddy Berry, Social Sciences; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Kris Miller, Honors; Melanie Nelson, USU Eastern; Michele Hillard, Secretary; Dan McInerney, American Institutions; Dan Coster, Quantitative Intensive; Brock Dethier, Writing Program; Trevor Olsen, USUSA President; Laura Gelfand, Arts; Bob Mueller, Regional Campus; Karen Mock, Natural Resources; Shelley Lindauer, Education and Human Services; Ryan Dupont, Life and Physical Sciences; John Mortensen, Student Services;

Absent: Brian McCuskey, Humanities; Stephanie Hamblin, University Advising; Cindy Dewey, Creative Arts; Lee Rickords, Agriculture and Applied Sciences; Dean Adams, Engineering; Kathy Chudoba, Business; Dick Mueller, Science

Visitors: Larry Smith, Provost's Office

Call to Order – Dawn Kirby

Approval of Minutes – August 18, 2015

Motion to approve minutes made by Eddy Berry. Seconded by Laura Gelfand. Minutes approved.

Course Approvals

N/A

Course/Designation Removals

N/A

Syllabi Approvals

N/A

Business

Introductions - Trevor Olsen & Peggy Petrzalka

Dawn asked that the committee take a moment and introduce themselves. The committee has two new members: Trevor Olsen, USUSA President and Peggy Petrzalka who is representing the College of Humanities and Social Sciences.

Connections Update – Harrison Kleiner

Harrison provided the committee with an update of the 2015 Connections event. This was the largest group of freshmen to ever attend. There were 2,218 attendees and because of the large number, the event had to be moved to the Spectrum. The process for hiring

Connections instructors will be fine-tuned for next year. There were 82 instructor positions open and 114 applicants. The training process for these instructors worked well. Next year, Heidi Kesler will head up certain aspects of the academic side of Connections; Lisa Hancock will continue to head up programming and arrangements. Using a common literature selection presented a bit of a challenge but seemed to work well. There is a growing national backlash about whether Common Literature is valuable or necessary as a tool for creating a shared experience among students. The committee will work on criteria for the 2016 Common Literature experience. Overall, Connections 2015 was a great success.

Gen Ed Course Enrollments – John Mortensen

John provided information regarding enrollment (*see below*). He stated that there are up to 1,100 more students on the Logan campus this year and that they are seeing growth in the size of the incoming freshman class. Freshman enrollment is at 3,854. Part of the increase is because of the LDS missionaries returning from their missions. John expects that spring 2016 enrollment will increase as well. Face-to-face, online, and broadcast enrollments are also up this year. The question was asked about the goal of the University regarding enrollment, and John stated that the goal right now is a slow and steady increase. Discussions regarding USU courses vs. defined courses was brought up. That discussion will be a matter of business for the October meeting.

Educated Persons' Conference – October 22 & 23, Homestead Resort, Midway, UT
Dawn stated that there are opportunities for a couple more people to attend the conference. Those who are interested should contact Dawn directly.

Curriculog Updates

One CI proposal was submitted but was rejected and returned to the originator for further clarification. The system seems to be working, and it is easy to track the proposals. Michele reminded the committee that all agendas and minutes will be posted in "Box" and they can be viewed there.

Meeting adjourned at 9:35 am

Motion to adjourn meeting made by Trevor Olsen. Seconded by Karen Mock.